# Where we are in place and time 11-12

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| Lines of inquiry | MEDIALibrary/ICT/A.V room | INTERVIEW | SURVEY | OBSERVATION | Formative assessment | Equipment needed | Circular/notes | Achievement Indicator |
| Natural evidence that demonstrates the passage of time. (science) | -**Video foro Moon Phases**  **(Adri and Laurita)**  -[Discovery Kids: Doki descubre la Luna](http://www.youtube.com/watch?v=XnurFts58m0) (Metacognition) | -Interview Henry Reina Expert  -Questions from children | Ask teachers How do your students know that the activity finishes?  -Check and register how big the shadow is in different moments in the day using non-standard units. (use a T-chart)  Time Shadow M | Observation at home  Moon Phases Calendar  Adri-Laurita (daily)  Observation at school Experiment : measuring children’s shadows outside at different times of the day. On a sunny day, pair children on a hardtop surface and have one child stand in place while the other child uses chalk to trace the child’s feet. Then, trace the child’s shadow. Change partners and locations. Fifteen minutes later, go outside and have the children stand in their footprints and trace the child’s shadow one again. Repeat a few times so children can see how their shadow moves as the sun travels across the sky. | Selected responses: Circle the evidences that nature tells people the passage the time | Video Beam  For the activity with Henry we´ll need …. |  | Identifies natural evidence that demonstrates the passage of time. |
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| The ways people organise themselves in time.  (social studies) |  | Children will interview administrators, boss/secretaries, first grade teachers, PK teachers. | -Ask parents how they organize the time at home and at the office.  (Mark and Magguie)  -Make a Tally Chart using the info. Collected (Mark-magguie) |  | -A Bubble map in half group to check the homework  -Selected responses: Circle the evidences that nature tells people the passage the time |  |  | llustrates the ways human beings organise time. |
| How people can navigate through directions and or graphic representation.  (social studies) |  |  | -Children will interview  teachers and parents to inquire how people can go to a place that they don’t know  -Make a Tally Chart using the info. Collected | - Children will read a map of a place at school |  |  |  | Identifies how people can navigate through directions and/or graphic representation. |